DOCUMENT RESUME

ED 286 782 SO 018 175

TITLE	The Soviet Union and Eastern Europe: A Teachers' Guide.
INSTITUTION	Indiana Univ., Bloomington. Russian and East European Inst.
PUB DATE	87
NOTE	36p.; Some pages contain small, light type.
AVAILABLE FROM	Russian and East European Institute, Indiana University, Ballantine Hall 565, Bloomington, IN 47405.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Area Studies; Curriculum Guides; Educational Resources; Elementary Secondary Education; Information Sources; Instructional Materials; Political Science; Resource Units; *Social Studies; Teaching Guides
IDENTIFIERS	Eastern European Studies; *Europe (East); Soviet Studies; *USSR

ABSTRACT

This guide was produced to provide K-12 teachers with basic materials on the Soviet Union and Eastern Europe, because U.S. textbooks frequently ignore this part of the world. These units about the Soviet Union include information on geography, education, lifestyles, government, the Communist Party, economics, and religion. Suggestions for classroom learning exercises and research projects are offered along with a brief chronology of Soviet history and an introduction to the Russian alphabet. The section on Eastern Europe features units which: (1) describe the region from an historical perspective; (2) discuss the history of Yugoslavia since 1948; and (3) describe the relationship of most Eastern European countries to the Soviet Union. Maps are included, along with a list of information sources for obtaining additional instructional materials about the Soviet Union and Eastern European countries. (JHP)

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THE SOVIET UNION AND EASTERN EUROPE:

A Teachers' Guide

Prepared by
the Indiana University
Russian and East European Institute
Spring, 1987

U.S. DEPARTMENT OF EDUCATION
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

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BEST COPY AVAILABLE

This publication is intended to provide K-12 teachers with some basic material on the Soviet Union and Eastern Europe. It is hoped that teachers, in turn, will share the information with students via incorporation into the daily curriculum or through special units or projects on the Soviet Union and/or Eastern Europe. It is our aim to entice teachers and students to further study of this part of the world--an area often neglected by American textbooks and society.

Outreach services of the Indiana University Russian and East European Institute can be utilized to supplement the guide. These services include the Outreach Speakers' Bureau, which sends university faculty and graduate students free of charge to speak to your classroom, school or community group on almost any Russian, Soviet or East European area or language topic; presentations to meetings of social studies teachers (state-wide, system- or district-wide, or individual schools); honors seminars for high school students, providing an opportunity for students to visit the Bloomington campus as well as explore a USSR/EE topic; a lending library of audio-visual materials for which the only cost is return postage; and the willingness to review lesson plans and classroom projects for accuracy, to offer suggestions, or answer general questions about this world area. Our outreach program is rather flexible, and if you'll let us know how we can best serve your needs, we'll make an effort to respond.

Production of this guide would not have been possible without the extensive knowledge and talents of REEI graduate assistants Robin Bisha, Melissa Bokovoy and Phyllis Schrock.

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GEOGRAPHY

Land mass: area in square kilometers 22,402,076; miles 8,649,489. Two and one-half times the size of the US.

The USSR is divided into 15 Union Republics (SSR), 20 Autonomous Republics (ASSR), 8 Autonomous Regions (AR), and 10 Autonomous Areas (AA). All these divisions are made on the basis of national groups which occupy the territories. The 15 Union Republics are Armenia, Azerbaijan, Belorussia, Estonia, Georgia, Kazakhstan, Kirgizia, Latvia, Lithuania, Moldavia, Russian Federation (RSFSR), Tadzhikstan, Turkmenistan, Ukraine, and Uzbekistan. The Union Republics are the primary administrative divisions of the country.

Each republic contains a considerable number of ethnic groups. The largest ethnic groups in the USSR in descending order are: Russians (137.4 mil.); Ukrainians (42.3 mil.); Uzbeks (12.5 mil.); Belorussians (9.5 mil.); Kazakhs (6.6 mil.); Tartars (6.3 mil.); Armenians (4.2 mil.); Georgians (3.6 mil.); Moldavians (3.0 mil.); Lithuanians (2.9 mil.); Tadjiks (2.9 mil.); Turkman (2.0 mil.); Germans (1.9 mil.); Kirgiz (1.9 mil.); Jews (1.9 mil.); Chuvash (1.8 mil.); Latvians (1.4 mil.); Bashkirs (1.4 mil.); Moldavians (1.2 mil.); Poles (1.2 mil.); Estonians (1.0 mil.); others (9.8 mil.) The US government does not recognize the Latvian, Estonian and Lithuanian republics as part of the USSR--in protest to the annexation of the Baltic region by the USSR in the 1940's.

To encourage loyalty to Soviet regime, the official stand of the Soviet government is to encourage separate cultural identities, but Russians (52% of population) continue to dominate the government and language. Russian is the offical language of administration throughout the country. To advance in one's career, Russian language skill (and being "like the Russians") is a necessity. Television promotes Russian language and culture. Though each republic has its own film industry and TV language channel the bulk of Soviet programming is in Russian. Russians are encouraged to "colonize," move to non-Russian republics to ensure that Russians maintain at least a strong minority presence in other USSR republics. It is the policy of "colonization" and monopolization of positions of power in non-Russian republics by the Russians that led to the recent (1986-87) riots in Kazakhstan.

As one of the 15 republics, Russia (large, populous, politically influential) is <u>part</u> of the Soviet Union, not synonymous with it.

The position of the country relative to the US helps in understanding Soviet agriculture, transportation, and exploitation of natural resources:

> Leningrad is on the same latitude as Anchorage, Alaska. Moscow is on the same latitude as the far north reaches of Ontario Province on the Hudson Bay--farther north even than the southern tip of Alaska. Southernmost regions of the USSR are on a comparable latitute with the northern border of Alabama, but are mountainous so have different weather than Alabama.

Due to the far northern location, significant portions of the USSR experience the summer phenomenon known as "white nights" and its winter counterpart of extended darkness.

There are large expanses of land unsuitable for agricultural cultivation. The country ranges from desert to forest, steppes to swamp, mountains to tundra. There is a short growing season for a large part of the country. Areas with warmth often lack water, and areas with water may lack warmth. Much of the country's water comes from snow.

Natural resources are for the most part abundant, but much is located under swamps and in permafrost areas, so extraction is difficult and expensive. Of necessity, the Soviet Union has developed the technology to transport electricity across great distances.

The large size of the country has an impact on its management. The USSR has excellent public transportation systems in the cities--one is never more than a very short distance from a bus or subway line and they're efficiently run. (It has to be since cars are hard to get.) They have an excellent rail system--second only to the US in total track, but first in amount transported by rail. Weather and soil conditions make it impossible for the Soviets to have a highway system comparable to the US. Roads in areas such as Siberia, experience repeated freezing and thawing, resulting in potholes, cracks and buckles beyond those we know here in Indiana. The distance between communities, the availability/proximity of repair materials and the sheer number of miles of roads affected, make it practically impossible to keep the roads in good condition. The needs of northern cities are met by a variety of transportation services, including ships (until the ports freeze), trucks and airplanes. Most rivers in the USSR flow north and are frozen much of the year so are not useful for trade.

The IU Russian and East European Institute has a book, filmstrip and cassette tape (available for loan at no charge) that discusses Siberia, including the use (and dangers) of ice rivers for trucking in the winter.

Possible Exercises: 1. Compare latitudes of USSR with other countries. Discuss relationship to climate and affect on transportation and lifestyle. Have students think of ways their lives would differ if they lived in Siberia in winter (artificial soles on shoes would crack in cold; homes would have a different look because of need to preserve heat; diet would change as caloric needs increased and food selection was limited due to transportation problems) 2. Mapmaking- draw and label a map showing certain features of the USSR-cities, mountains, rivers, or even crops, rainfall and industrial production of various regions. Perhaps overlays for a map on the overhead projector covering various aspects of climate or production. The REEI has a map "game" available for loan at no charge. 3. Diary- describe what you would see on a train (or car) trip between Tiblisi (or Alma Ata, Baku) to Leningrad. 4. Skits- a) compare occupations of various regions as affected by geography; b) central planners discussing transport problems; c) meteorologist-weather report for nation. 5. Write a report on the problems and challenges presented by the geography (eleven time zones; winter transportation; why are people attracted to live in areas with harsh climates?). 6. The Trans-Siberian Railway is the longest in the world. Write a report on what one might see on a rail trip.

Research Projects: 1. List all the Union Republics and their capital cities. 2. Write a report on one national group of the USSR. Describe how this group is difined as a nationality (religion.....) 3. Compile a list of all (c.100) national groups living in the USSR. 4. Pick a significant feature of USSR natural geography and write a report (Lake Baikal, Ural Mountains, Caspian Sea,

Volga River). Write a report on the problems and challenges presented by the geography (eleven time zones; winter transportation; why are people attracted to live in areas with harsh climates?). 6. The Trans-Siberian Railway is the longest in the world--write a report on what one might see on a trip.

Vocabulary: white nights, tundra, taiga, permafrost

EDUCATION

School is much more regimented in the Soviet Union than in the US. Students study six days per week (September-May) with preparation for vocations beginning very early in the student's career. Testing and tracking begin in the mid-teen years. Although all classes are taught in Russian, the grammar of the language of a national republic is also part of each regional curriculum. Education in the lower grades is used as a means of linguistic and cultural assimilation. Russian is necessary because Russian is the teaching language in the major institutions of higher education as well as the major publications. Organization and content of Soviet education is much the same in all parts of the country since it is centrally planned. The same books are used throughout the country. Teachers have the option of using nationally prepared lesson plans.

Important adjuncts to school are the youth groups: the Octobrists (under age 10), the Young Pioneers (over age 10), and the Young Communist League in Russian Komsomol (age 14-28). (See attached.)

Children start school at age 7, often after preschool or kindergarten but not always. There are 10 "forms" instead of 12 grades as in USA. All students start foreign language study in 5th grade. Schooling is compulsory for a minimum of eight years. These years are for general education, and no tracking (or streaming) takes place. Approximately 60% of students go on to complete the last two years of the full ten year program and prepare for competitive college entrance exams. Approximately 1/3 of these are admitted to college. Completion of ten years is necessary to enter higher education.

Secondary specialized schools prepare students for a wide variety of occupations, with most students entering after eight years of school and remaining for four more years Some choose to finish the full ten-year program and spend only two years to complete the specialized program. Other students go to vocational-technical schools which teach the theory and practice of a particular trade. Upon graduation, all students are assigned to a job by committee. Students and their parents may try to influence the decision of the committee since these assignments affect future career possibilities. The jobs are to be held for at least three years before a change is made, but this is not a hard and fast rule, and it is sometimes possible for students to break their work contracts.

There are special schools for physically and mentally handicapped students which follow the ordinary curriculum as close as possible. Other special schools gear students for careers in the military, the arts, and science and mathematics. Another special type of school is the boarding school--usually reserved for children of single parents or orphans. Some schools have extended school days to accomodate working parents.

The average number of hours spent on homework is four--the youngest have two hours; the oldest five-six hours. Many parents think this is too much.

Higher Education

The best institutes and universities are located in the larger cities of European Russia, particularly Moscow and Leningrad. Specialized institutes are often more prestigious than universitites. (For example, the Moscow institutes of foreign languages, foreign affairs and cinema are especially popular.) A

student's higher education usually determines his or her entire career. There is no returning to school for a career change later in life, although there are evening education programs such as those offered to provide workers an opportunity to complete their higher education.

Acadmic and Komsomol records, entrance exam placement and connections play a role in college acceptance. If not admitted on the first try, options include work and/or night school; vocational/technical school, and trying year after year to gain college admission. If males are not in college by age 18 they must serve two years in the military. They then have preference for college admission. Males and females who do two years work in a factory or field of their academic choice, are more likely to gain college admission.

Teachers are trained in special pedagogical institutes. There are several degrees that can be earned through graduate study which are roughly equivalent to our master's and Ph.D. degrees as well as a program that could be termed a "super Ph.D." This last group composes the top academics in their fields.

Classroom scenario: It is a typical Saturday and students are in school, seated at their desks awaiting a test. The girls are wearing dark skirts with attached bibs, white blouses, and red neckties which cross diagonally at the throat. Several of the girls wear one or two large, flouncy bows to ornament their hair. The boys wear dark pants, white shirts and red neckties. They all sit quietly in their seats, feet on the floor, arms crossed (hand to elbow) on top of their desks. Tanya wants to ask a question, so she raises her hand, lifting it so that her elbow still remains on the desk. The teacher acknowledges her gesture and Tanya stands beside her desk and asks, "Svetlana Alexandrovna, what day is the field trip to Lenin's tomb?" The teacher replies that the trip is scheduled for Tuesday and reminds the students to wear warm coats and gloves.

It is time for the exam to begin: The teacher says, "Sasha, what is four multiplied by nine?" Sasha stands and responds "Madam Svetlana Alexandrovna, four multiplied by nine is thirty-six." The teacher responds "Correct" and Sasha sits down. He is relieved that his exam is over.

This is an example of a disciplined classroom. Even so, the classroom atmosphere can be quite lively. Hands are often vigorously waved in an attempt to capture the teacher's attention. Students wear uniforms everyday and they rise to greet the teacher when he or she enters the room. They sit when they are invited to do so by the teacher.

It is common that exams are oral rather than written and that each student is asked only one or two or three questions--providing just a few opportunities to impress the teacher with their mastery of the subject.

Possible Exercises: 1. Learn patronymics for each student and teacher and practice classtime "Soviet style." (Take father's name and for boys add -ovich, for girls add -ovna. For example, Brad Petrovich or Ann Alexandrovna.) 2. Essay, diary or skit: a) as parents plan the educational career of your new baby; b) a group of kids discussing their educational futures.

The Octobrists

Most students become involved in the political organization associated with their age group while in the first grade. Seven-year-olds, upon entrance into school, automatically become Young Octobrists. They wear a five-pointed badge depicting Lenin as a boy. Octobrists work in groups of five along with an older Pioneer to prepare themselves for membership in the Pioneers. The "laws" Octobrists are taught to obey are:

1. Octobrists are future Pioneers.
2. Octobrists are diligent, study well, like school, and respect grown-ups.
3. Only those who like work are called Octobrists.
4. Octobrists are honest and truthful children.
5. Octobrists are good friends, read, draw, live happily.

The Pioneers

At age nine or ten Soviet children don red scarves and join the Pioneers. Membership is highly desirable and prized by most students. During the third year of school, only one half of the students are selected for membership. The remaining half is initiated into the organization at various points during the fourth year.

Comparable organizations in the US are the Girl and Boy Scouts, but there are some important differences. Membership in the Scouts is largely a reflection of the choice of the individual and his or her parents. Although membership in the Pioneers is theoretically voluntary, in fact it is a prerequisite for a healthy social life while growing up in the USSR.

The basic unit of the Pioneer Organization is in the classroom and is linked with other class units into a school-wide organization. By involving students in meetings and activities, the Pioneer organization teaches the students about the political philosophy of the Communist party and socializes young Soviets in values the leadership considers beneficial for society: good study and work habits, respect for authority, and conformity to group or collective principles.

Soviet youth are inducted into the Pioineer Organization with fanfare and ceremony. They make the following pledge at their initation:

The Pioneer adheres to the motherland, the party, communism.
The Pioneer prepares to become a Komsomol member.
The Pioneer emulates the heroes of stuggle and labor.
The Pioneer reveres the memory of the fallen fighters and prepares to become a defender of the motherland.
The Pioneer is persistent in studies, work and sports.
The Pioneer is an honest and true comrade and always stands for the truth.
The Pioneer is a friend and leader of the Octobrists.
The Pioneer is a friend to other Pioneers and to the children of workers of all countries.

Although political indoctrination, discipline and mobilization of children for social and moral purposes are clearly factors involved in membership in the organization, the activities of the Pioneers are primarily social, academic, cultural and recreational.

The Komsomol

During the last two years of high school, students may choose to apply for membership in the Komsomal organization (All-Union Leninist Communist Union of Youth). Unlike the Octobrists and Pioneers, membership in the Komsomol is more selective. Still, about seventy percent of those eligible to join are admitted. To become a member, the Soviet student must be admitted by the selection committee of the school Komsomol organization. Membership in the Komsomol is considered to be an achievement, and is almost a prerequisite for future membership in the Communist Party.

Komsomol activities are generally overseen directly by the Communist Party. Members are encouraged to play an active role in political education and socio-political life. They organize and participate in a variety of activities for the Octobrists, Pioneers and themselves including: tutoring, study groups for academic and political purposes, construction brigades, agricultural harvest teams, factory work, and leisure activities.

Besides those activities sponsored by various political organizations, young people in the USSR enjoy a variety of sports and leisure activities. In the cities students love going to the circus, theaters, ballets and concerts. As in the US, kids play card games, hopscotch, soccer and tag. In the winter, children in the north ice-skate, cross-country ski, and throw snow balls.

From Soviet Students Speak to America: An Inside View of Soviet Schools
1984 Tides Foundation/US-USSR Youth Exchange Program

Marriage, Children and the Home

The only legal marriage in the USSR is a civil one. Religious ceremonies can be had, but the civil ceremony must also occur. Marriages (and births) are registered at ZAGS, the local registry office. It is traditional to take bouquets of flowers and place them on any of the numerous monuments and memorials in any Soviet city to commemorate such occasions. After the wedding the newly married couple usually lives with the husband's parents while awaiting an apartment of their own.

Husbands and wives both hold jobs but it is the women who are responsible for maintaining the home and for virtually all cooking and child care. Men help with the shopping, which is no mean feat as one generally must go to a different store for each type of product (bread, vegetables, meat, dairy products). Each family typically has one child (this varies from republic to republic--Central Asians have larger families), despite psychological and small monetary incentives from the government to encourage more than three children. A woman becomes a "Mother Hero" after ten children.

Small families are the result of spatial, financial, and time constraints. The extended families usually live in a two or three room apartment (not 2-3 bedrooms, but 2-3 rooms). Abortion is seen as the only reliable means of birth control. Some women have more than five abortions in their lifetimes and most have had at least one.

The divorce rate is almost as high as in the US. One in three Soviet marriages ends in divorce. The divorce procedure is as simple as the marriage procedure, although this has not always been the case. Child custody is generally awarded to the mother. Due to the housing crunch in Soviet cities, it is not uncommon for couples to continue living together in the same apartment after divorce.

Resource: Carola Hansson, Moscow Women

Food, Clothing and Other Consumer Goods

A predominant feature of Soviet shopping is the line. At each stage in the shopping process one waits in at least two lines—one line to pay for the item and then a second line to pick up the item at the department. There are exceptions to this where an item is selected up from a shelf and then taken to a line to pay. However, measured items such as cheese and meat are almost always paid for before selection. Soviet citizens (and curious foreign tourists) often join in any line that has formed and only later find out what the line is for. Why? Consumer goods are scarce. In the centrally planned economy sofas, refrigerators, and washing machines are not high priority items. The better appliances are often of foreign manufacture and available only to the privileged. Waiting lists are very long for cars (over a year's wait). Clothing is of generally poor quality and very expensive in relation to spendable income. An overcoat or a pair of boots can cost more than one month's salary. Often only one color of any given item is available (for example: orange socks). A family has to budget over a period of years to keep each member clothed and shod—father gets new boots this year; mother a new coat next year--and often must buy an item in advance of need or risk not finding it when it's needed.

Food availability is more closely tied to the growing season than in the US. Soviets get plenty to eat, but the meals are often monotonous because of a lack of variety of foods (fresh, frozen, canned) to choose from. Soviet ideas on nutrition are significantly different from ours as well. For example, the average Soviet citizen believes that large amounts of fat are a necessary part of the daily diet. Due in part to dietary insufficiences, the lifespan of Soviet men and women is decreasing (the only industrialized society where this is currently happening).

Housing

Soviets pay a significantly smaller percentage of their monthly income for housing than do Americans. There are no extra costs, such as heating--the rent is all inclusive. Soviet housing options include communal appartments, State owned apartments, cooperative apartments, and private free-standing houses, with apartments being the most common option in cities. "Single family dwellings" (often shared by more than one family) are usually found only outside of cities. Private housing construction cannot be contracted, so barter arrangements are made with friends and acquaintances for construction of privately owned homes (or duchas)--or the homeowners do all the work themselves.

The amount of living space per family is much less than in the US, and varies from republic to republic. (The official standard requirement for space allotted per person is 27 square feet. The requirement is not always met.) "Trade boards" are a common sight and provide citizens a place to post notices in hopes of exchanging apartments.

Medicine and Health Care

Doctors do not necessarily have the high pay and respect such professionals enjoy in the US. Pediatricians and general practitioners are frequently low paid women. The average citizen does not have access to the best medical care available. It is routine to pay a doctor an extra amount beyond the set rate for services. This isn't considered bribery, but a bonus for a job well done. The people see the doctors as underpaid and feel the extra money is worth it. Food for hospitalized patients is usually provided by their own families.

Alcoholism is a continuing problem that the new regime is making strong efforts to combat.

Work

Every adult Soviet citizen is obligated to work. Work begins either upon completion of compulsory schooling or after completing higher education. Upon graduation from school students are required to serve three years either in the armed services on a specified job assignment. The student is usually given a choice of three possible assignments and permitted to select one. This method is used to ensure a work force in geographic areas that are not popular for migration. After the three year period, there are relatively few restrictions to labor mobility. (Although travel may be restricted to some cities due to housing shortages.) The benefits of a job in a prestigious or particularly important enterprise are great. Enterprises typically have their own stores, providing an improved selection and savings of time for their employees. They also have their own housing facilities which are often of better quality than that whichis not associated with an enterprise or ministry.

A man works to age 60 and a woman to age 55, although many people elect to continue to work beyond the retirement age at less demanding jobs.

Recreation

The enterprise is often important in the recreation activities of the worker. Factories have sports teams (soccer and hockey are favorites) that compete against each other. Enterprises also have their own resorts in such places as Sochi, Yalta or the Baltic Coast. Each worker is entitled to a sojourn at the sanitorium (the resort) during the year. The sanatoriia supplement the private cottage (ducha) that many Soviet citizens may own. Vacations are not always taken as family units. The possibility for foreign travel, usually to Eastern Europe or Finland, exists. There are also opportunities for travel to Western Europe and the US, but these are reserved for the most reliable and privileged. Trips "abroad" are sometimes mixed blessings. Contact with things foreign can hinder career advancement or sometimes cause personal unhappiness. An IU student asked a Soviet woman who had travelled to New York what she had done there. Her response was "Nothing. I didn't want to taste the forbidden fruit."

Soviets enjoy spending their leisure time walking in the park or holding discussions around the kitchen table. Artistic events are numerous and cheap, but tickets are sometimes hard to get.

Aging

The USSR is an aging society. Typical of all industrialized nations the average age of the population is becoming increasingly older. The problem of caring for the elderly devolves onto middle aged women, although frequently the elderly remain at least marginally productive throughout their lives. At present a large army of elderly women take responsibility for much of the country's child care needs and hold positions as coat checkers (coat check rooms are ubiquitous in the USSR) and museum gallery guards. However, there is a two generation gap resulting from WWII, so successive generations of elderly people will be significantly smaller in number, resulting in a problem in filling positions now occupied by this segment of society, especially in meeting child care needs.

Soviet citizens are eligible for pensions after 25 years of service (20 years for women). Pensions are figured as a percentage of the salary earned in the last regular year of employment. The percentage decreases as salary decreases. The minimum pension is approximately 50 rubles a month. 1 ruble = 100 kopeks. You can buy a watch for under 5 rubles. A loaf of bread costs 10 kopeks. A kilo of simple cookies costs 1 ruble (more than you can eat). Fresh fruit (in summer) can cost as much as 5 rubles a kilo, which by weight is not a lot of fruit. Cheap rent may run 20 rubles. A restaurant meal with meat is about 5 rubles. A really fashionable (designer) dress can be as high as 400-800 rubles. A winter coat can cost 300 rubles.

Possible Exercises: 1. Skit- have several people wait in line for some household item. Show how the line system works (saving places while people go to other lines, etc.) and how some people (such as high placed Party members) can get special privileges. 2. Design pie charts showing percent of monthly income spent on housing, food, clothing, education, utilities, entertainment, etc. for several nations. 3. Report on the function of ZAGS (the State Registry Service), the extended family, divorce, production of consumer goods, Soviet high fashion (who wears these clothes?). 4. Skit- debate between husband and wife over whether to have a third child, discussing financial, spatial, time, and labor constraints. 5. Diagram- plan a Soviet apartment for a family of four. Figure how much space there would be and how it would be used. Draw a layout of where you would put furniture, appliances. Find out what type furniture and appliances would be available for Soviets to buy. 6. Write a

brief (two pages) paper on Soviet efforts to combat alcoholism. Why is it a problem how is the government trying to reduce it, are government programs working? 7. Write a brief (two pages) paper on your options for running your own enterprise in Siberia, being a minor assistant in Moscow, and in being promoted to a senior assistant in your hometown (where you now live) in a rural area of the Ukraine. Describe the advantages and disadvantages of each position based on associated privileges, housing, cultural, and consumer products available, weather, etc. Based on these factors, make a career choice. 8. Skit- an American high school student comparing after school activities with a Soviet high school student. 9. Graph- Make a balance sheet of income and expenses for a Soviet couple eligible for retirement. Decide whether the couple can afford to retire yet. Assume that the man's current income is 200 rubles per month and the woman's is 150 rubles. They will receive 40% of their income as a pension. Rent is 40 rubles. Plan a budget.

GOVERNMENT AND COMMUNIST PARTY

The Communist Party is not the formal governing organ of the USSR. The party and the government have a roughly parallel structure. The government controls industry, education and other such dealings from the center.

Party members make up only 6-10% of the total population. The numbers are deliberately small; party membership is a privilege. However, as expressed by an Intourist guide last summer "being a party member only entitles you to work harder..." It is true that membership in the party involves a significant time commitment, but there are advantages. Job promotion often accompanies membership. Members can gain better position on waiting lists for cars, new housing and other scarce commodities. Virtually all posts of political responsibility are held by Party members.

People in responsible positions have the best chance at gaining membership. However, workers and collective farmers do make up a certain part of the cadre. Recent changes in party rules allow Komsomol members to become members of the party in their late teens. The usual age to join is around 26. Men outnumber women, and ethnic Russians make up much more than half the total membership. (The Politburo is also made up mostly of Russians.) All Union Party Congress business is conducted in Russian. The most powerful members of the party are those who hold jobs within the party itself rather than outside.

Possible Excercises: 1. Graph- Make a flow chart of government in the Soviet Union. Make another chart for the Communist Party. 2. Discuss topics which are covered at Party meetings. Plan your own meeting and play the parts of leaders and regular members. (Example- Komsomol meeting to discuss issues such as school cleanliness, behavior of students, grades of members and others, etc.)

The 1, 5, 10, 15, and 20 Year Plans set specific goals which affect every Soviet citizen. The plans determine what to produce, how much to make, and where it goes. Undeniably, this is a cumbersome process which does not respond quickly to demand. Communication in advance of the announcement of each plan is vital, but isn't always efficient. It is a difficult process to connect all the factors affecting each product. For example, to manufacture appliances, a prediction must be made as to the number needed and when and where they will be needed. The style and color must be determined as well as how to deliver the product. The number of each part required for assembly of the appliance must be determined and manufacturing plants for each of the parts must be selected. In turn, the quantity of raw materials needed by each parts manufacturer, along with delivery times for the materials, must be determined. The next problem is determining where the raw materials will come from, how they will be transported and when, and ultimately how to get all the parts to the appliance assembly plant. All of this must be worked up so that all the different participants can coordinate all the other demands made on them by other companies, and can develop a regular job schedule for their workers. It's no wonder the system bogs down and cannot respond to consumer demand.

Even such things as the focus of faculty and student research in institutions of higher education must be planned to some extent to ensure that funding and facilities will be available.

Possible Excercises: 1. You are a central planner in Moscow responsible for output of one million sugar cookies per year. Make a list of ingredients you will need (estimate amounts). Decide how many cookies will be produced per month at each of five bakeries. Assign deliveries to the Moscow egg factory, the Zagorsk flour mill, and so on. Determine the amounts of ingredients to be delivered each month to each bakery. a. Skit- A director of a bakery has not received his flour delivery for the month. Have him or her talk to the flour mill director about speeding up deliveries. Use bribes, threats, etc., maybe the black market. The director should explain to the central planners why he can't produce that month's quota of cookies.

RELIGION

The Soviet government nationalized the Russian Orthodox Church after coming to power in 1917. As the government hardened its stance against elements of tsarist society, the church was forced to go underground. Later, during WWII, in a general return to ideas of Russian nationalism, Stalin called on the church to help support the Soviet government, and as a result the Orthodox Church was somewhat strengthened. The official government stand is to promote aethism and the government makes it awkward to be open about religion in most parts of the country. The churches, temples, and mosques which are open are often not repaired and are frequently difficult to reach. Some structures have been turned into museums, making them unavailable for religious use.

Most of those who attend services in the heartland of the Soviet Union are women, and most are older. The borderlands of the Soviet Union could be called a "Bible Belt." In these regions, religion is stronger, with devout Muslims in Central Asia and Christians in the southwest.

There are only 200 mosques for the 10 million Muslims in the USSR and there is a scarcity of Korans (also true of bibles). The government may print the Koran in Arabic (supposedly to preserve its purity) rather than in Russian or other languages of the Muslim republics, making it unreadable by most of the Soviet Muslim population.

Jews in the Soviet Union are a recognized nationality. Jews are given less access to higher education and career promotions than other groups. There are restrictions on Hebrew publications and on the production and distribution of Kosher food. Emigration is considered an act of disloyality, so applicants for exit visas (and their families) may be punished, as are would be employers of these people.

There is a big difference in numbers between those who actively practice a religion in the USSR and those in Eastern Europe.

Possible excercises: 1. Conversation among a grandmother, her daughter, and her granddaughter. The grandmother and granddaughter feel openly practicing their religion is risky due to Party considerations. 2. Short paper- Describe the relationship between the church leadership and the government leadership. 3. Short paper- Describe the Russian Orthodox Church: what is a service like, what is the difference between Russian Orthodoxy, Roman Catholicism, and Protestantism? 4. Map- Draw a map showing what religions are practiced in different areas. Draw another describing where religion is a prominent part of people's lives.

CHRONOLOGY OF SOVIET HISTORY

1905	Revolution. Establishment of "Constitutional Monarchy."
1914	World War I begins.
1917	February Revolution. Provisional Government Established.
1917	October, Socialist (Bolshevik) Revolution.
1917	The Soviet Russian government published the secret treaties of the World War I allies.
1918	Peace of Brest-Litovsk. Russia leaves the war.
1918	Seat of the Soviet government was moved from Petrograd (Leningrad) to Moscow.
1918	American, French and British forces seized Arkhangelsk.
1919	June. The Versaille Treaty ended World War I hostilities.
1921	Kronstadt Uprising.
1921	The New Economic Policy was introduced.
1922	Union of Soviet Socialist established. Constitution promulgated.
1924	Death of Lenin.
1925-29	Power struggle between Trotsky and Stalin. Stalin at top by 1930.
1928-33	First 5-Year-Plan. Declared a success by 1932 (the fourth year).
1929-33	Collectivization drive.
1933	United States and Soviet Union established diplomatic relations.
1934	Assasination of Kirov, local Party leader in Leningrad.
1937-39	"The Great Purge."
1939	Soviets concluded non-aggression pact with Nazi Germany. Soviets and Germans divide Poland between themselves.
1939-40	"Winter War" against Finland.
1941	June 22 Germans attack USSR.
1941-45	"The Great Patriotic War."
1941-44	Blockade of Leningrad.
1941-44	Deportations of non-Russian nationalities away from the western front.

1945	Yalta Agreement on the liberation of Europe signed by Franklin D. Roosevelt, Iosif Stalin, and Winston Churchill.
1946	Fall of Czech government coalition. All East European governments under Communist control.
1949	First Soviet atomic bomb explosion.
1952	U.S. hydrogen bomb test.
1953	Soviet hydrogen bomb test.
1953	March 5 Stalin's death.
1953-56	Power struggle between Malenkov, Molotov, and Khrushchev. Khrushchev comes out on top.
1956	Rebellion in Hungary put down by Soviet troops.
1956	February. Khrushchev's "Secret Speech" at the 20th Party Congress. The beginning of "De-Stalinization."
1957	October, Sputnik launched.
1959	Eisenhower and Khrushchev met at Camp David.
1960	Eisenhower and Khrushchev met in Paris. The U-2 incident brought a premature end to the meeting.
1961	Kennedy and Khrushchev met in Vienna.
1961	First man (Soviet) in space.
1962	Cuban Missile Crisis.
1963	First woman (Soviet) in space.
1964	Khrushchev removed from power. Brezhnev and Kosygin rise to top.
1968	Soviet tanks enter Prague, Czechoslovakia.
1973	Brezhnev visited U.S.
1974	Nixon visited U.S.S.R.
1975	Ford and Brezhnev met and signed the Helsinki Accords.
1977	Brezhnev holds Party General Secretary post and Chairmanship of the Presidium of the Supreme Soviet. First time position of leadership of both the Party and the government held by the same person.
1979	Soviet invasion of Afghanistan.
1983	Death of Brezhnev. Andropov becomes General Secretary of the Party.

1984 Death of Andropov. Chernenko becomes General Secretary of the Party.

1985 Death of Chernenko. Gorbachev becomes General Secretary of the Party.

1985 Reagan-Gorbachev Summit meeting in Geneva.

1986 Chernobyl nuclear disaster.

1986 Reagan-Gorbachev "mini-summit" in Reykjavyk, Iceland.

1987 Release of large numbers of political prisoners.

Chronology developed by Robin Bisha, Indiana University Russian & East European Institute.

The Soviet Union

The Soviet Union is:

- the largest country in the world
- the third most populous country (after China and India)
- the leading producer of petroleum, iron ore, coal, and wood

Government

Type: Communist state
Head of state: President Andrei Gromyko
Head of Communist Party: General Secretary Mikhail Gorbachev
Economic growth rate: 2%-3%
Administration: 15 union republics and 38 autonomous areas
Armed Forces: 5 million (in 1984)
Military spending: 12%-14% of central government spending

Population

Annual growth rate: 0.9%
Ethnic makeup: 52% Russian, 16% Ukrainian, 5% Uzbek, and nearly 100 other ethnic groups
Adult literacy rate: 99.8%
Religion: 18% Russian Orthodox, 9% Muslim, 3% other, 70% atheist

	USSR	US
Population	270 million	230 million
Area	8.6 million sq. miles	3.6 million sq. miles
% of arable land	11%	78%
Latitude	35°N - 80° N	20°N - 65°N (includes Alaska and Hawaii)

RUSSIAN ALPHABET

Soviets use the Cyrillic alphabet. Americans use the Latin alphabet. Use this modified list to write your name.

Cyrillic letters	Latin transcription and pronunciation	
		CONSONANTS:
Б б	b	as in bat
Ч ч	ch	as in cheese
Д д	d	as in dog
Ф ф	f	as in fan
Г г	g	as in got
ДЖ	j	as in jam (a combination of Cyrillic consonants is required)
К к	k	as in sky (In Russian, k, p and t are pronounced without the puff of air Americans often use)
Х х	kh	like the ch in German Bach or Scottish loch
Л л	l	as in long
М м	m	as in man
Н н	n	as in not
П п	p	as in span
Р р	r	as in ran, but rolled with tip of tongue
С с	s	as in sun
Ш ш	sh	as in shall
Щ щ	shh	is drawn out like the sh sound in fresh sheets
Т т	t	as in stay
Ц ц	ts	as in mats
В в	v	as in van
Й й	y	as in yes
Ж ж	zh	as in azure
З з	z	as in zoo
		VOWELS:
А а	a	pronounced ah as in calm or uh as in fun
Э э	eh	as in net
- ы	ï	No English equivalent. Something like the i in bit but with the tongue further back.
О о	oh	as in more or awl; not like o as in so. At the beginning of a word it is pronounced ah as in calm and sometimes it sounds like uh as in fun
У у	oo	as in loon, but short
Я я	(y)ah	as in yacht; or (y)ih as in yip
Е е	(y)eh	as in yes; or (y)ih as in yip
И и	(y)ee	as in yeast
Ё ё	(y)oh	as in yore, but short like yawl
Ю ю	(y)oo	as in yule

To write your name in Cyrillic letters, sound it out carefully and write down the corresponding Cyrillic letter for each sound.

Examples: Karen = K eh r eh n = Кэрэн
Fred = F r eh d = Фрэд
George = J oh r j = ДЖорДж

EASTERN EUROPE

What is Eastern Europe?
1) Map of Europe prior to 1917
2) Map of present day Eastern Europe

When examining Eastern Europe it is best to put current politics aside and look at Eastern Europe in a historical perspective. Eastern Europe is a very recent grouping of countries with varied historical pasts and traditions. There is no logical reason to title these countries as a single entity except that they represent the geographic area which came under Soviet control as the Red Army marched beyond its borders to defeat Hitler.

Eastern Europe cuts across the old frontiers of the Roman Empire (Roman road built to Black Sea, See Hugh Seton-Watson) and the more recent division between the Ottoman and Austro-Hungarian Empires. The East European states were not nation states until the latter half of the nineteenth century and early twentieth century. Bulgaria (1908), Romania (1878), Czechoslovakia, Hungary, Poland and Yugoslavia (1918), and Albania (1912). East Germany was carved out of modern Germany at the end of World War II. It is a highly diverse area geographically, ranging from East Germany and Poland which border the Baltic Sea to Romania and Bulgaria on the Black Sea to Yugoslavia and Albania which are on the crystal blue Adriatic.

"Eastern Europe" as we know it is a twentieth century term. A portion of the USSR actually covers the easternmost part of the European continent. Prior to 1945, the geographic area we now call Eastern Europe was referred to as East Central Europe and Southeastern Europe which included Greece. The Eastern Europe of today is composed of lands of two former empires, the Ottoman, and Habsburg. It is important to note that the traditions and histories of this region are drawn predominately from the West; the eastern influence is not from the Russians but from the Ottomans.

After World War I, the East European states gained independence with newly drawn borders and appeared to have parliamentary and democratic forms of government. With the exception of Czechoslovakia, all the states had become authoritarian systems by the end of the twenty year interwar period. At the conclusion of WWII, the East European states lacked the stable and well-formed systems of government exhibited by their West European counterparts. This left a vacuum of power which enabled the communists to consolidate their power quickly. Contributing to this change was the acknowledgment by the United States and Great Britain of the Soviet Union's special interest in the East European states. During WWII the Soviets established contact with local communists in those states and helped them to expand their influence in national politics. The communist ascendancy in East Europe was complete by 1948. By the end of the 1940's, communist controlled governments had promulgated new constitutions establishing a Soviet-style government called "people's democracy."

Possible Exercises: 1) Have students get together in teams and make a map of an East European country. Include terrain, major cities, rivers, forests, major roads, RR, ports, languages of certain areas (i.e. In Yugoslavia, they speak four languages); 2) Make a list of famous people from each of the countries. For example: Poland--Mikolaj Kopernick (Copernicus), 1473-1543, established the theory that the Earth orbits the sun; Tadeusz Kosciuszko, 1746-1817, fought in

the American Revolution; Fryderyk Chopin, 1810-1849, composer; Józef Korzeniowski (Conrad), 1857-1924, wrote Lord Jim and other novels; Marja Skłodowska Curie, 1867-1934, received Nobel prizes in 1903 and 1911 for radium research.

The Yugoslav Case

Since 1948, Yugoslavia has not been a part of the Soviet Bloc. Prior to this time Yugoslav Communist leader Joseph Broz Tito was able to keep Soviet influence to a minimum. The Red Army had helped to liberate Belgrade but Red Army troops did not remain in the country. The geographical distance between Belgrade and Moscow prevented Soviet military intervention when Tito began to take an independent stance in domestic and foreign policy. The Yugoslavs made overtures to Bulgaria for a south slav economic union, supplied money and arms to the Greek communists, and established a communist government more quickly than Stalin dictated. In 1948, Yugoslavia broke with the Soviet Union. Since then Yugoslavia has followed an independent foreign and domestic policy.

After the death of Stalin, external circumstances prompted the East European states to reexamine their governmental systems and make modifications to Soviet inspired policies. Contributing to the decision to change were:

1) The reconciliation between Moscow and Belgrade. Khrushchev wanted to bring Tito's Yugoslavia back under the communist wing. The rapproachment between the two communist states signaled to the other states that divergence within the Soviet model was possible.

2) Khrushchev's speech to the Twentieth Party Congress. The General Secetary spoke of the legitimacy of "separate roads to socialism," implying his countries willingness to tolerate some independence in policymaking by the other communist parties.

These changes had grave repercussions in both Poland and Hungary in 1956.

Research Project: Have students research old newspapers and periodicals (Time, Life, Newsweek) and find out about the events in 1956.

After 1956, East European states still moved away from the Soviet-Stalinist model. The extent of the divergence varies significantly between states. Some countries are significantly different from the Soviet economic model: Yugoslavia and its worker self management, Hungary and the New Economic Mechanism in the 1960's, and East Germany in the 1970's. Other countries attempted substantial divergence in the politcal sphere: Poland and Hungary in 1956, Czechoslovakia in 1968, and Poland in 1980-81. These attempts were less successful, largely because of Soviet opposition. Some countries, notably Rumania, Bulgaria, and Albania, have diverged minimally or not at all in the economic and political areas since the 1950's.

The Soviets have put limits on the scope of divergence. They seem to insist that all of the East European countries remain faithful to three principles of socialist development:

1) a monolithic dictatorship by the Communist party and the party's practice of democratic centralism.

2) Socialist control over the means of production.

3) The preservation of close ties to the Socialist community and the Soviet Union through membership in the Warsaw Pact and CMEA.

East Europe Today

Despite a show of autonomy, most of the East European countries remain closely linked to the Soviet Union through the Council for Mutual Economic Assistance and the Warsaw Pact which is a military alliance.

In 1985, the Warsaw Pact members raised the issues of national sovereignty and non-interference. The East European governments wanted to renew the pact for a short period but the Soviets pressed and won a twenty year alliance. However, he East European governments did manage to communicate to the Kremlin their sensitivity to Soviet intrusiveness and their concern with autonomy in domestic and foreign policy making.

East Europe continues to look to the West. Western banks during the 1970's loaned substantial sums to these countries. The recession of the 1980's caused an economic crisis for many of the countries since debt payments to the West are major budget expenitures. There is an attempt on the part of these countries to alter economic dependency on the Soviet Union. The conclusion of many western experts is that East Europe must expand production and exportation of consumer goods in order to obtain hard currency. The countries feeling a budget pinch must undertake reforms toward more market-oriented economic structures to will carry them away from the autharchic Soviet economic model. To achieve this, East Europe must look West and establish a new East-West detente.

Government and the Communist Party

East European countries have adopted many aspects of the governmental structure of their Soviet mentor, especially that the Communist party is the source of leadership and policymaking. The existence of other politcal groups in a nation coalition-type organization does not compromise the dominant position of the Communist Party. This is a legacy of the coaltion governments of immediate post-war Eastern Europe.

Party membership is kept within 6-12% of the population in each country in order to preserve the elitist character of the party. Current leaders are worried about the future the party since young East Europeans seem to demonstrate a lack of commitment to the party. So far officials have not succeeded in improving enrollment in party youth organizations. East European youths increasingly look to the West. In Poland and Czechoslovakia which have experienced the most recent turns against the system, disillusionment of the system prevails among the young.

East European governments are highly centralized. Yugoslavia and Czechoslovakia have a federal type of administration organization. The heads of Czechoslovakia and Romania are presidents. Other states have a collective executive in the form of a state council. Policymaking and decision making are closely linked to the party. Since 1974 the republic parties in Yugoslavia have been making many of the decisions for their own regions. This has been a source of friction within the League of Communists.

After WWII, the East European states adopted the highly centralized Soviet economic model. The centrally planned economies call for comprehensive and national plans. These plans determine what to produce, how much to make and where to distribute the products. The process is cumbersome and inefficient and some states—Yugoslavia, Hungary, Czechoslovakia, and East Germany--have attempted to modify the CPE in order to create more efficient and consumer oriented systems. In 1950 Yugoslavia developed a worker's self management system which put some of the decision making process in the hands of the workers. In principle, workers in each factory or enterprise became trustees of socially owned property.

A comparison between the Soviet and Yugoslav economic model

Stalinist Model	**Self Management**
Socialism by means of state power	Withering away of the state
Equalization of the positions of the workers in relaton to state owned means of production	Worker management of social property
A new social order for its own sake	Personal happiness of individuals
Agents	
Hierarchically organized state apparatus	Autonomous enterprise
Means	
1) State ownership	1) Social ownership
2) Central planning	2) Social planning
3) Administrative allocation	3) Market mechanism
4) Administrative rules	4) Financial instruments
5) Administrative wages	5) Worker dictated wages
6) All-embracing state budget	6) Decentralized state budget for economic operations
7) Consumption as residual	7) Consumption as an independent priority or factor in development
8) Collectivization of agriculture	8) Business cooperation of peasants

After 1956 Hungary's the new leader, Kadar, had to appease both the Soviet leadership and his domestic constituents. Industrialization remained the primary task of the regime, but Kadar pursued it in the context of his long-term goals to improve the standard of living and legitimize the party in the eyes of the workers. Until 1964, Kadar proceeded slowly; he called on loyal extra party Hungarians to assume positions of responsibilty; he allowed literary criticism of pre-1956 events. The next step was reform of the entire economic management structure through the NEM (New Economic Mechanism).

Launched in 1968, the NEM introduced some elements of a market economy, with pricing and investment techniques that decentralized planning and placed a premium on managerial expertise, productivity and competitiveness in the world market. After the 1968 Soviet intervention in Czechoslovakia the new leader, Husak, attempted to win the support of the people by emphasizing consumer products in industry.

Religion

Throughout Eastern Europe there are many religions and the role religion plays in the state varies. In Albania observance of religious practices is banned. The Catholic Church in Poland, on the other hand, has had a dominant role in in the state.

Albania

Albania claims to be the only atheist country in the world. Religious observances are banned. However, estimates of the religious compostion are: Muslim-70%, Albanian Orthodox-20%, Roman Catholic and other-10%.

Bulgaria

Accepting Christianity from Byzantium in the ninth century, the Bulgars have remained predominately Orthodox (85%). Muslims make up another 13%.

Czechoslovakia

In the last few years there has been an increase in church attendance in eastern Slovakia, which is traditionally very religious. Despite anticlericalism policies of the Communist party, Czechoslovak youth show increasing interest in religion--perhaps because the church is one of the few non-Communist institutions available to them and a way to express hostility toward the government. Roman Catholic-77%, Protestant-20%.

East Germany

The SED (Socialist Unity Party) has abandoned atheistic propaganda and recognized the right of the East German Evangelical Church to speak out critically on major political issues like detente and intra-German relations. In 1983, the government celebrated the 500th anniversary of the birth of Martin Luther. Protestant-47%, Roman Catholic-7%, Unaffiliated or other-46%.

Hungary

Roman Catholic-67.5%, Calvinist-20%, Lutheran-5%, Jewish-7.5%.

Poland

The Catholic Church, particularly in the late 1970's and 1980's reasserted itself by boldly reminding Communist authorities in Warsaw that the Church is an ancient Polish institution. The Polish Communist Party benefitted from the election to the popedom in 1978 of Polish born Karol WojtyŸa (Pope John Paul II). The Pope has encouraged the Church to resist atheism and Communist efforts in order to deny the party legitimate influence in Polish life. Under the Jaruzelski crackdown the government has attacked the Church for "expanded sponsorship of culture." Roman Catholic-95%, Uniate, Greek Orthodox, Protestant and Jewish-5%.

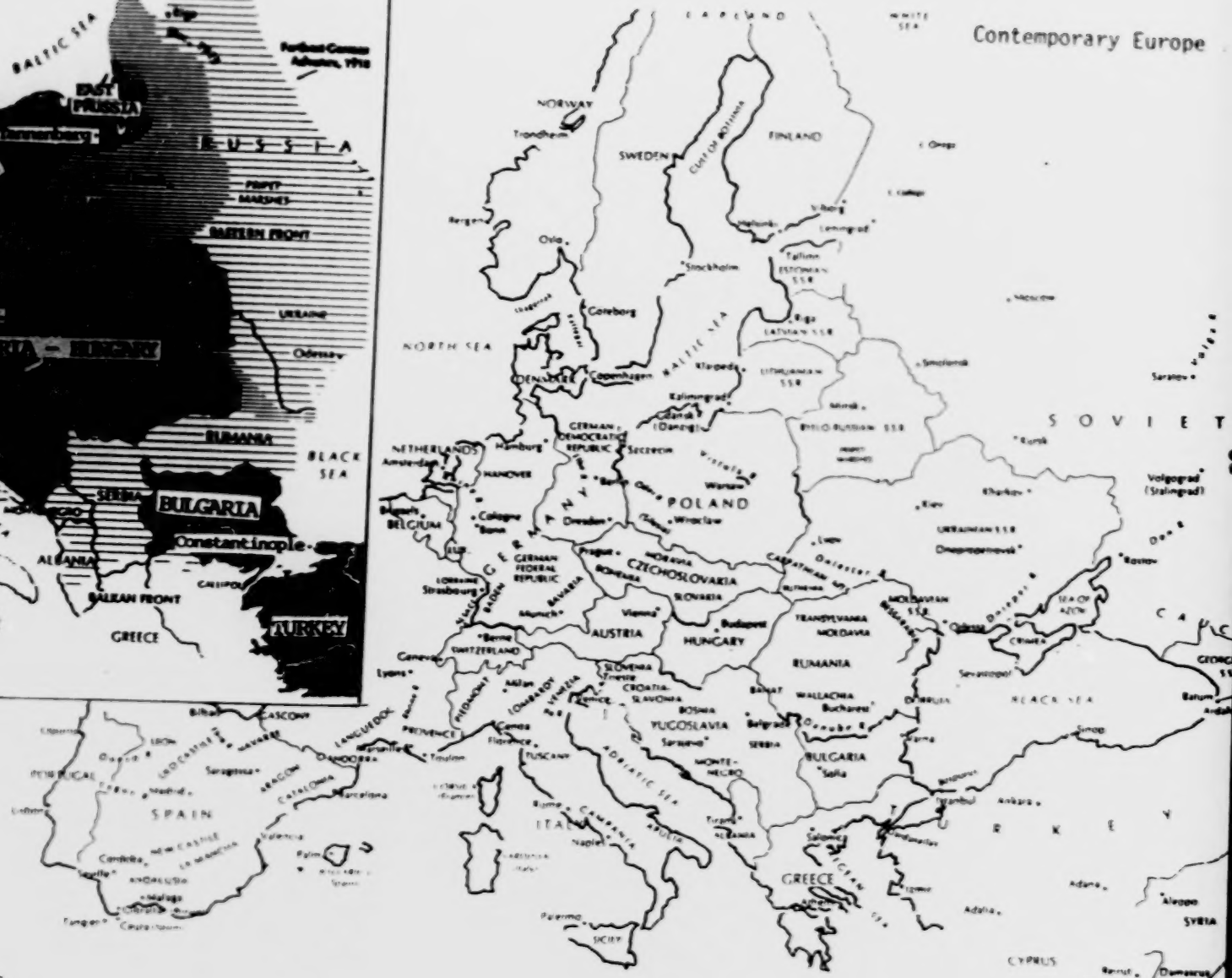
Romania

Romanian Orthodox-80%, Roman Catholic-6%, Calvinist, Lutheran, Jewish, and Baptist-6%

Yugoslavia

The Yugoslavia's diversity is reflected in its religious composition. The Northern area, Slovenia and Croatia, is Catholic. Serbia is predominately Orthodox and the Muslim population predominates in Bosnia-Hercegovinia and the Kosovo region in Serbia. Serbian Orthodox-41%, Roman Catholic-32%, Muslim-12%, None-12%.

Contemporary Europe



R.R. Palmer & Joel Colton
A History of the Modern World,
Alfred A. Knopf, New York, 1978

Information Sources for Teaching about the Soviet Union and Eastern Europe

Magazines:

Current Digest of the Soviet Press, Ohio State University, 1480 West Lane Avenue, Columbus, OH 43110.

Soviet Life. A Soviet publication rife with pictures. A good source of general information, slides, etc. The US publishes a similar "propaganda" magazine Amerika for distribution in the USSR.

Soviet Offices in the US:

USSR Mission to the United Nations
136 E. 67th Street
New York, NY 10021
(212) 861-4900

Soviet Embassy
1125 16th Street, NW
Washington, D.C. 20036
(202) 347-1355

Two books recommended for junior and senior high school classrooms and/or libraries:

Brown, Archie et. al. eds., The Cambridge Encyclopedia of Russia and the Soviet Union. Cambridge: Cambridge University Press, 1982. A beautifully produced book containing informative sections on the physical environment, history, religion, art, architecture, literature, the sciences, society and world politics.

Goldman, Minton, The Soviet Union and Eastern Europe. Conn.: Global Studies, The Dushkin Publishing Group, Inc. 1986. An excellent overview of history, political structure, social and economic issues. The format is designed especially for high school and junior high classrooms. Write to: Global Studies, The Dushkin Publishing Group, Inc., Sluice Dock, Guilford, Connecticut 06437-0089.

Two books recommended for junior and senior high school libraries:

The Harvard University and University of Illinois Title VI Centers have jointly produced a Guide to Print Materials for Teachers on Russia/Soviet Union (1985). The 107 page booklet is valuable in that it provides reviews of materials by both university experts and actual classroom teachers. It includes only items that are currently available. Copies are available for $4.00 through the Indiana University Russian and East European Institute.

Organizations involved in Soviet-American Relations. This publication provides addresses for and descriptions of organizations involved in Soviet-American Relations, information on how to set up exchanges, etc. Address for ordering is on other side.

Non-profit groups that may be of interest (no endorsement is given--these are offered simply as sources of information) include:

American Committee on US-Soviet Relations
(Formerly American Committee on East-West Accord)
109 11th Street, SE
Washington, D.C. 20003
(202) 546-1700
Tries to strengthen public understanding of equitable strategic arms agreements and trade programs.

Committee for National Security
2000 P Street, NW, Suite 515
Washington, D.C. 20036
(202) 833-3140
Offers packets of materials (inlcuding a guide to films) on the USSR and US-Soviet Relations.

Educators for Social Responsibility
23 Garden Street
Cambridge, MA 01128
(617) 492-1764
Focuses on teaching about the dangers of nuclear war.

The Ground Zero Pairing Project
P.O. Box 19049
Portland, OR 07210
(503) 245-3519
Produces educational materials on the USSR and US-Soviet relations.

Institute for Soviet-American Relations
1608 New Hampshire, NW
Washington, D.C. 20009
(202) 387-3034
Produces a valuable handbook titled Organizations involved in Soviet-American Relations.

National Council on Foreign Language and International Studies
605 Third Avenue, 17th Floor
New York, NY 10158
(212) 490-3520
Part of the President's Commission on Foreign Language and International Studies. Pamphlet: Internationalizing Your School: A Handbook & Resources Guide for Teachers, Administrators, Parents and School Board Members.